

# Bilingual Teacher Certification Survey

Number of Responses 350

Region*		Gender		Primary Language		Role in Bilingual Education	
Region 1	19	Male	80	Arabic	0		
Region 2	10	Female	267	Armenian	0	Parent or Guardian	6
Region 3	39			Cantonese	1	K-12 Teacher	114
Region 4	38			English	224	K-12 Administrator	51
Region 5	34	<b>Ethnicity</b>		Hmong	3	University Faculty	99
Region 6	11	AfricanAmerican	25	Khmer/Cambodian	1	Other Role	79
Region 7	24	Latino	181	Korean	3		
Region 8	10	AsianAmerican	36	Mandarin	3		
Region 9	66	SEAsianAmerican	25	Punjabi	0		
Region 10	43	PacificIslander	23	Russian	1		
Region 11	54	Caucasian	169	Spanish	102		
		NativeAmerican	22	Tagalog/Pilipino	3		
				Vietnamese	3		
				Other	3		

CCSESA map available  
at [www.ccsesa.org](http://www.ccsesa.org)

**Questions 1-10**  
1 = Strongly Disagree  
2 = Disagree  
3 = Agree  
4 = Strongly Agree

## Part 1: Requirements for Bilingual Certification

	Number of responses	Average Range 1-4	Standard Deviation
1. Current BCLAD competencies and requirements address most, if not all, the skills needed to teach in bilingual settings.	324	2.7	1.00
2. Major revisions need to be made to the current BCLAD competencies and requirements	301	2.0	1.12
3. In addition to course work or an examination, bilingual fieldwork should be required for bilingual certification.	334	3.1	1.02

## Part 2: Need for Bilingual Personnel

4a. Schools need Bilingual Education Specialists in addition to classroom bilingual teachers and bilingual teaching assistants.	340	3.3	0.93
4b. Bilingual Education Specialists are needed for coordinating bilingual services and programs to students.	341	3.4	0.84
4c. Bilingual Education Specialists are needed for providing additional expertise in specific school settings and/or for specific types of programs.	341	3.4	0.86

## Part 3: Language Proficiency for Bilingual Teachers

5. Current academic language proficiency requirements for the target language are appropriate	308	2.4	1.08
6. Academic language proficiency requirements for the target language should be more challenging than the current requirements.	300	2.2	1.16
7. Academic language proficiency requirements for the target language should be lower than the current requirements.	311	1.6	0.84

## Part 4: Languages Available for Bilingual Certification

8. The number of languages in which bilingual certification can be earned should be limited to the current 14 languages.	284	1.7	1.01
9. The number of languages offered for bilingual certification should be expanded, but limited to the top 20 languages spoken	288	2.1	1.16
10. The number of languages offered for bilingual certification should be flexible and be expandable as needed to accommodate regional and local needs.	329	3.3	0.94

Part 5: Routes to Obtaining Bilingual Certification		Number of responses	Average Range 1-4	Standard Deviation
<b>Currently credentialed teachers</b>				
11a. Have to pass the Commission-approved examination, as is currently the requirement.		303	2.6	0.99
11b. Be able to meet certification requirements through approved course work and/or an approved program at a college or university.		309	3.1	0.94
11c. Be able to meet certification requirements through a combination of Commission-approved examination and approved course work at a college or university.		311	3.0	0.91
<b>Credential candidates</b>				
12a. Pass the Commission-approved examination, as is currently an option.		282	2.6	0.95
12b. Complete an approved bilingual preparation program integrated in the preliminary teacher preparation program, as is currently an option.		293	3.2	0.82
12c. Complete a separate bilingual certificate program offered concurrently with the preliminary teacher preparation program but not counted within the required units of the preliminary teacher preparation program.		257	2.0	1.15
<b>Questions 11-12</b>				
1= Strongly Disagree      2= Disagree      3= Agree      4= Strongly Agree				

Part 6: Importance of Bilingual Certification Issues		Number of responses	Average Range 1-4	Standard Deviation
13. Teachers authorized to teach in bilingual settings should continue to be required to be knowledgeable about the culture(s) of the target language.		338	3.5	0.88
14. Teachers authorized to teach in bilingual settings should have a high degree of academic language proficiency in the target language.		339	3.6	0.75
15. Teachers authorized to teach in bilingual settings should have extensive training in pedagogy specific to teaching in two languages.		340	3.5	0.84
16. The Commission should require field work in bilingual classrooms for teacher candidates seeking a BCLAD authorization.		331	3.2	1.08
17. The Commission should require fieldwork in bilingual classrooms for currently credentialed teachers seeking a BCLAD authorization.		328	2.8	1.15
18. The knowledge and skill requirements for elementary grades bilingual teachers should be different from the requirements for secondary level bilingual teachers.		310	2.4	1.21
19. Teachers authorized to teach in bilingual settings should be proficient in two-way immersion strategies.		330	2.9	1.05
20. The Commission should develop additional standards-based examination routes to assess the oral, listening, reading, and writing competency of BCLAD candidates to serve languages beyond those covered by the current BCLAD examinations.		316	2.4	1.26

**Questions 13-20**  
 1= Not important      2= Somewhat important  
 3= Fairly important      4= Extremely important